VOL. 61 NO. 45 THREE CENTS
MONTREAL, THURSDAY, NOVEMBER 18, 1971

McGILL DAILY

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by nigel gibson

B of G agrees to budget plan

The McGill Board of Governors held a special session Monday to approve the controversial Four Year Rolling Budget Plan.

The plan which has received considerable opposition in the University Senate, and from different sectors of the academic community is aimed at eliminating the annual deficit by the academic year 1975-76.

In a terse statement to the press the Board stated that it had also agreed that "McGill's future as an English language institution lay in active, critical but positive participation in the developing plans of Quebec for higher education."

Dutifully emphasizing the Board policy Principal Robert Bell hit the rubber chicken circuit Monday, and in a long monotonous speech to the Montreal district Chambre de Commerce started McGill along the road to "active, critical but positive participation" in Quebec.

Bell told the businessmen that while he recognized the political problems involved in the issue of university financing, a new Quebec policy was needed for funding universities in the seventies.

He suggested a policy whereby:

- each university would receive a statutory grant based on some kind of fair and reasonable formula which would be sufficient to allow the university to operate at a standard level.
- in addition to the statutory grant, each university would be empowered to receive discretionary grants, gifts and bequests without threat to the level of the statutory grant.
- the government itself would also be able to give discretionary grants to those universities that needed it.

Bell said that this discretionary income "would furnish the university with that extra icing on the cake that makes the difference between a routine university and a good or great one."

The result of all this, according to Bell would be a better university system for Quebec for the same government expenditure.

In the meantime Bell explained that "we are trying to regulate our financial problems as energetically as we know how."

He described the Four Year Budget Plan to the audience and said that the program would make "necessary selective cuts in the personnel and service of McGill."

The principal also had criticism for the Quebec government, in particular the Department of Education, and its tendencey recently "to adopt a more and more highly csntralized role in the planning and dicretion of universities." If this trend continued he said it would leave very little initiative and originality to the universities themselves.

Bell described the government planning as "very strongly oriented towards regarding the universities as agencies for producing the trained manpower needed by Quebec," adding that "universities are very much more than that."

The principal said that the government planners had not taken into account the desires and aspirations of the students themselves, and said that he was sure that "they do not wish to be regarded simply as statistics in a table of manpower needs."

Bell also took issue with the description of McGill as "the bastion of the English-speaking community."

He said that this implied that McGill is the chief support of the English-language community in Quebec, and that without McGill the English-language community would disappear.

"Surely," said Bell, "it is the English-language community that supports McGill and not McGill that supports the English-language community."

A short while later, however, as the middle aged businessmen stared heavy-eyed at the faded frescoes depicting the former glories of the first French settlers, Bell went on to say that he believed that "the fate of McGill is connected very closely with the fate of the English-language community in Quebec."



daily photo by harold rosenberg

STRIKING SGWU LIBRARY WORKERS set up picket lines outside the university yesterday. Today they are planning to close down the building by blocking the entry of students and faculty.

by jamal shamsie

Sir George library workers go on strike

Non-professional SGWU library workers finally went on strike yesterday after almost ten months of negotiations with the administration failed to produce results. Picket lines were set up outside university buildings yesterday morning with banners reading "Happiness is a contract before Christmas".

The decision to call a general strike was made at a meeting held Monday morning by the National Union of Sir George Williams University Employees, affiliated with the CNTU. The union represents almost 100 non-professional library employees, 70 percent of whom are members of the union.

The basic demands of the union included recognition and insurance of its existence, acceptance of management rights for all employees, promotions based mainly on seniority, and better wages.

Although the administration has made various concessions since negotiations began in February this year, the union feels that the main issues have been avoided.

Following the union's rejection of the administration's "final" offer last Sunday, the university offered to have the matter submitted to binding arbitration.

This proposal was considered unacceptable by the union, which feels that only the two parties involved can come to a satisfying and equitable agreement: "Does the Administration seriously believe that a third party, totally unfamiliar with local conditions, can render an arbitrary decision which will lead to harmonious working conditions in the library?"

Strike Director Bill Wilson yesterday expressed the union's hope that their struggle would gain popular support. "We would like to see a complete shutdown of all university services until the administration is willing to come to terms with us", he said.

According to Wilson, several departments of SGWU have already expressed support for the strike. The University's history department yesterday announced the cancellation of all classes. Some courses offered by the psychology and sociology departments have also been cancelled.

Negotiators from the Union of library workers spent part of yesterday afternoon discussing their position with the history department's faculty and students.

The Sir George Williams University Association of Teachers has also appointed a three-member committee to prepare a brief on the library situation. Wilson feels certain that if the Teachers' Association expresses its support for the striking library staff, the union will be able to press the administration for an early settlement.

Union members on the picket lines feel that they also have the sympathy of most students.

The administration's views were voiced by Michael Sheldon, Assistant to the Principal. Sheldon said yesterday that the administration has been continuously conceding to the demands of the union, throughout the entire ten months of negotiations, in order to achieve some sort of a settlement.

Classifying the still unresolved demands of the union as "unreasonable", Sheldon claimed that "we have now reached the limit".

He also expressed the administration's view that the present conflict results from the unwillingness of the union to sign an agreement "that clearly specifies its scope and the rights of the employees covered by it".

Sheldon felt that the present strike could not gain any significant support, as the students, particularly in the evening division, were "feeling irritated" because of the inconvenience caused by the strike.

Both the union and the administration have published and distributed literature explaining their positions in the different stages of the conflict which have led to the present strike.

The SGWU libraries have had to continuously restrict their operating hours, particularly during the last few weeks. The libraries are now run by professional and part-time staff, together with a few non-unionized, non-professional workers.

The administration promises to make every possible attempt to maintain a restricted service, but refuses to offer any guarantees.

DISCUSSION

The Engineering branch of the Academic Activities Committee will hold a talk and discussion on the effects of the American economic measures on the Canadian economy, McConnell Engineering building, room 304, 1 pm.

CLASSIFIEDS

FOR SALE

VOLKSWAGEN 1964, new motor, gas heater, radio, body fair. $200. After six 735-5082. Weekends all day.

LANGE competition ski boots: 1969 model: size 8 1/2M, excellent condition: regular $195, now $60, contact Brian 488-8823, 488-6676.

AUSTIN MINI '67, asking $250. Pair Kastle CPM skis, good condition, marker-Nevada bindings Asking $85. Phone 631-9943.

1971 PENTAX SL blacktop, takumar F1.4, 55 mm. lens, Takumar F2.5 135 mm. lens, used five times, Call Peter 274-0317.

LADIES 14-INCH winter boots. Size 6 1/2. Brown, crepe sole. Never worn. Paid $50.00; will sell for $35.00. Call 488-0197.

LADIES' SHEEPSKIN COAT (knee-length). Size 10. 1 year old. $200.00 when new — sacrifice at $110.00. Call 488-0197.

SKIS: Hart Galaxies 205's (Salamon competition bindings); Head 205 (Marker bindings) $40.00; Lange boots size 7 1/2 medium $30.00. Call 845-4843 after 5.

YAMAHA 125 CC 1966-Honda 305 cc 196 5 — both need certain new parts, and therefore price very cheap. Call 631-3262

TRIXON DRUM set with Ludwig stands, skins, and hihat rogers pedal. Zildjian cymbals. Also Ludwig drum set. Phone Bruce 272-8000.

LANGE SKI BOOTS size 6 1/2 ladies. Very good condition. $60., also hand made riding boots. Used twice size 8 1/2, 272-8000.

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MISCELLANEOUS

ORIENTAL HOUSE, grocery, near campus, open daily till 10 PM, (Sunday 2 to 5 PM), Chinese, Japanese, Korean groceries. 3478 Park Avenue.

PATRIOTES QUEBECOIS, vendons tuques, foulards "Patriotes", livres, disque. Profits au mouvement pour la defense des prisonniers politiques Quebecois. 3459 St. Hubert. Tel 523-1001.

EMPLOYMENT OFFERED. Students with spare time for next six weeks. Preferably with car or telephone. 739-6000. Mornings 11:00 to 1:30. Walter.

BABYSITTING-trained; experienced sitter available WF afternoons, TTH mornings, all evenings at 60c/hr. Call Theresa 842-0597.

MAXWELLS ELECTRIC WATERPUMPS harshpipes on sale now at Purple Unknown, 2145 Bleury. Also largest selection of posters, frankinsence, myrrh, sniff, snuff and wippo.

TO GIVE CATS. 3 months old. Appt. lease doesn't allow. Call Willy after 6:30. 347-9411.

M. O. C. slide show with Barry Bishop Nov. 18, 8:00 P.M. 6th floor McIntyre Med. Bldg. Members .50, non-members .75.

ALMOST HAPPY BIRTHDAY to Cheryl B. from J.B., L.B., D.C., A.C., M.F., N.M., J.T. and G.V.

MATURE, SERIOUS, skiers ages 21-38, singles, and couples, to complete Eastern Townships ski group. 467-5501 evenings. Mon. to Fri.

TRUCK YOU! Fast and reasonable too. And you won't be trucked-off about it. Keep on truckin!Vern, 733-7015, 342-1901.

PHOTOGRAPHERS! Participate in the Old McGill - sponsored Photo - Exhibit. Submit prints BEFORE Friday, Nov. 26 in Union B44.

MONTEREGIAN GEOLOGY CLUB, general meeting-film will be shown-FDA building, Rm. 237, new members welcome-Monday Nov. 15, 1 P.M.

PHOTOGRAPHY. Galerie Perception — newly opened for exhibition and sale of creative photography. 1431 Mackay. Tues. - Sat. 2-6, Wed., Thurs. 6-10.

ERROL FLYNN MINI-FESTIVAL. Captain Blood and Robin Hood. P.S.C.A. Nov. 18th, 7:00 & 9:00. Admission: 50 cents each film.

THE BEATLES, Let It Be, Sat. Nov. 20, Leacock 132, Adm. $1.00.

WANTED

SKI INSTRUCTORS required International Ski School. Call 733-7122.

PHOTOGRAPHER REQUIRES girls for nude modelling assignments. Apply Box 151, Ville St. Laurent, Montreal 379.

ACTORS & ACTRESSES required for low budget feature. Some experience would be nice. Salary negotiable. Write: U.F.O. Inc. P.O. Box 84, Montreal 459.

NEED A JOB? We need salesmen, supervisors and drivers with cars. Great Pay! Apply for R.O.N.T.O. at Placement Service.

MEDICAL RESEARCH COUNCIL sponsored study on Marihuana: Volunteers between the ages of 21 and 30 are required for participation in a marihuana experiment. We need men and women with varying levels of drug experience (including those who have never tried marihuana) for one evening per week for three consecutive weeks. To apply call Cannie at McGill, 392-6794, between noon and midnight.

HOUSING

WESTMOUNT - clean, sunny studio fully equipped and furnished close to transportation and all conveniences. Seventeen dollars weekly. Evenings 484-4762.

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RIDES

RIDE WANTED straight to California will share driving and expense. Leave message for Judy. 931-3906.

LOST

A RED WALLET on Nov. 15. Contains important identification. If found please return to Daily office or call 336-8726.

GOLD I.D. bracelet with Name "Nicol" engraved. Lost in vicinity of the Union. Sentimental value. Call 681-2731.

A SIMPLE GOLD MAN'S WEDDING BAND, "Anusia" inscribed on inside. Of value to myself and my wife only. 849-5929.

TODAY

ACADEMIC ACTIVITIES CTEE: Talk and discussion on the effects of the U.S. economic measures on the Canadian economy. McConnell Engineering, room 304, 1 p.m.

FOLKDANCE SOCIETY: 7-9 p.m. gymnastics gym. Israeli today.

MOTORCYCLE CLUB: Radio McGill advertising club discussion of Xmas party, 1-2.

AJAPA YOGA: Free lecture on 5,000 year old Tibetan method of breathing being taught for the first time in the west. Hear this unique theory 8 pm, Leacock 26.

CHESS CLUB: You can still become a member if you try, B 24, 1-3 p.m.

YOUNG SOCIALISTS: Presents a panel on the student press with editions of various student newspapers and representatives of the Young Socialists. 226 St. Catherine East, 8 p.m.

SENATE REPS: If you have questions on academic policy, proposed fee changes, etc. come and talk to a senator, Union 467, 1-2 p.m.

CAMPUS LEGAL AID: Free legal advice and service, Union 412, 1-10 p.m.

CHINA FRIENDSHIP SOCIETY: Revolutionary film "Red Detachment of Women" 1 p.m. at Loyola College.

OUTING CLUB: Slide show with Barry Bishop, famous writer, climber and explorer, 8 p.m., McIntyre Medical Building 6th floor, members 50c, non-members 75c.

FREE TELEGRAM SERVICE: Via amateur radio. Blanks available at Union Box Office, Union 401, or phone 392-8942.

FINE ARTS DEPARTMENT: Exhibition of drawings by Charles Gurd, 10 a.m. - 5 p.m. 3rd floor West Arts.

BIOLOGY AND SOCIAL CHANGE: Nov. 24, 2:10 - 3:30 635 Hall Building SGWU, films "The Man in Room 117" and "23 Skidoo"

CHRISTIAN FELLOWSHIP: Dagwood supper only 75c. All are welcome. 5 p.m. Union 307.

PHYSICS FILMS: 1 p.m., FDAA, "The Radio in the Sky" and "To the Edge of the Universe", free.

STAMP CLUB: Meeting, exchange of stamps, and discussion, Union 124, 1-2 p.m. New members welcome.

WOMEN'S INTERCOLLEGIATE VOLLEYBALL: Practice in the Currie Gym, 5:30 - 7:30.

MOLSON HALL: Open meeting sponsored by McGill Committee for Abortion Law Repeal "Why the abortion laws must be repealed". Speakers: Dr. Peter Gillett (Dept. of Obstetrics and Gynecology McGill University) and Members of the McGill committee. Everyone welcome.

ARCHAEOLOGY SOCIETY: Sorting material for museum, Pillow House, 3:15 p.m., all welcome.

WEST INDIAN STUDENTS: Detailed discussion of the fee hike, Union 123-124, 7:30 p.m.

CAMERA CLUB: Membership drive, $5, B-10, 12:30 - 1:30.

COMMUNITY McGILL: Big brother/French tutor needed for 16 year old in Ville St. Laurent. Union 414, 12-2 p.m., or call 392-8920.

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SATURDAY NOV. 20, 1971 AT McGILL UNIVERSITY

A SYMPOSIUM

PLANNING AS PART OF THE GOVERNMENTAL PROCESS

THE NEW CHANCELLOR DAY HALL, 3644 PEEL STREET, MONTREAL

10:00 A.M.	Introductory Remarks	Moot Court
10:30 A.M.	Panel: Citizen Participation in Planning Chairman: Prof. J. Baker	Room 101
	Panel: Administration, Law, Finance. The Public Acts. Chairman: Prof. D. Farley	Room 102

Exhibition in the Foyer by courtesy of the City of Montreal, Planning Department

2:00 P.M.	Panel: Urban Design in the Public Sector Chairman: Mr. Morris Charney	Room 101
	Panel: Public Action and the Quality of the Environment Chairman: Prof. Bryan Massam	Room 102
4:00 P.M.	Plenary Session: Report by Chairmen	Moot Court
5:00 P.M.	Cocktails	Foyer
8:30 P.M.	Guest Speaker	Moot Court

DR. PETER OBERLANDER
SECRETARY, MINISTRY FOR URBAN AFFAIRS, OTTAWA.

THIS SYMPOSIUM IS BEING ORGANIZED BY THE SCHOOL OF ARCHITECTURE AS PART OF THE McGILL SESQUICENTENNIAL CELEBRATION

TONITE—Graduates' Society of McGill Presents
ERROL FLYNN MINI-FESTIVAL
7:00 ROBIN HOOD
9:30 CAPTAIN BLOOD
P.S.C.A. 50 cents each film

PLAYERS' CLUB PRESENTS
BLITHE SPIRIT
BY NOEL COWARD
DIRECTED BY DAVID CONTER
Nov. 23-24-25-26-27
8:30 p.m.
Union Theatre,
Tickets $1.50 at Box Office

by nigel gibson

Drop in jobs expected

The harsh reality of the general unemployment situation across Canada will be brought home all too painfully to many McGill students planning to leave the university this spring.

According to Finn Sandsta, Manager of the McGill Placement Office all indications point to a 40 to 60 percent drop in the demand for university graduates. Sandsta said that the number of companies recruiting on campus is down to a record low; from 180 last year, and 400 three years ago, to 120 this year, "if we're lucky."

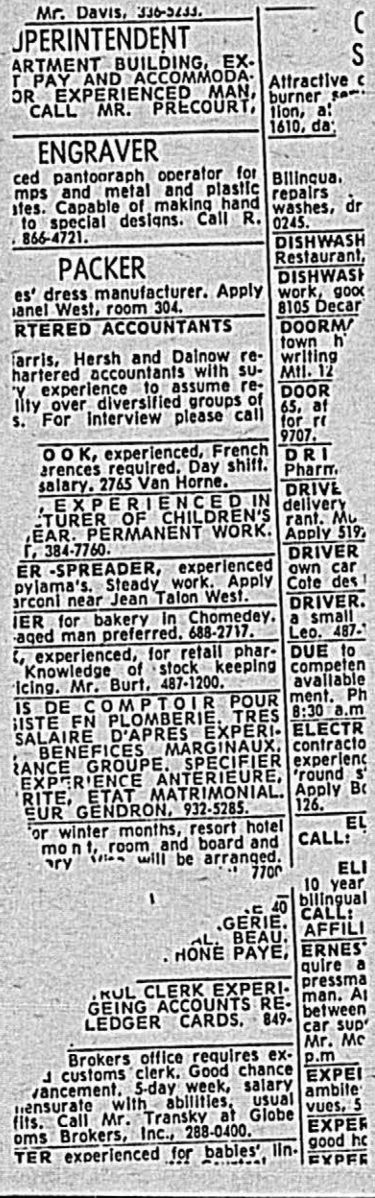
Approximately 70 percent of the graduates recruited this year by these companies will be from some branches of engineering, management and geology. These students constitute only 15 percent of the graduating class.

The outlook for the other graduates, in particular those from the faculties of Arts and Science is rather bleak to say the least, with apparently no end in sight.

Because of the large numbers of graduates presently seeking employment and the size of the graduating classes that will soon be joining them, Sandsta said that he believed "it would be an illusion to think that if the economy improves, things will be like they were four or five years ago."

In fact he said "unless there is a dramatic improvement in the economy," which, he conceded, would be unlikely, "things can only get worse." Sandsta said that his main concern was that so many McGill students appeared to him completely unprepared to meet the demands of the new economic situation.

"I think that there is something very wrong with a system that allows a 23 year old to go through years of college, without learning the economic facts of life," said Sandsta.


Mr. Davis, 336-5233.

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The Placement Office Manager singled out the lack of career information as the biggest problem in this respect.

He said that the problem was one that had troubled placement officers all over Canada for some time now, and that it in fact had been one of the priority items discussed at a recent conference of the University College and Placement Association (UCPA).

At the conference the delegates agreed that:

- there is a serious lack of career orientations and knowledge of the working world among students, particularly among those in Arts and Science.
- effective and comprehensive career counselling is provided neither in the homes (more students come from non-professional backgrounds) nor in the high schools, and it is incumbent upon the higher institutions of learning to provide it.
- ignorance of, mis-information about and isolation from the real world, cause fear and resentment and contribute to campus unrest. In view of these facts a free and realistic choice of an academic programme suited both to interest and career, becomes difficult for a large number of students.
- a number of students go on to post-graduate studies to postpone the day when they must seek employment.
- too many students misjudge the relative importance of scholastic achievements and extra-curricular training and activities.

Another of the recommendations of the UCPA conference was that a study be initiated to determine the present and future demand for bachelors and post-graduate students in Canada.

It was also decided that the UCPA should prepare a brief on the results of employment of B.A. graduates in view of present problems and particularly changes in the labour market and the educational scene. Sandsta said that the Placement Service at McGill would do its best to improve its career information services but that students should not wait around but "get out and do their own research on the job market." He said that many employers are not looking for degrees but for human beings, and stressed the importance of not confining one's efforts to the academic side of the university.

"You must show that you are more than just a scholar," said Sandsta and he recommended an extra-curricular programme to help demonstrate your "motivation, interest and personality."

"Good marks are not that important except for highly technical jobs, employers are more interested in someone who can grab hold of something and run with the ball," said Sandsta.

The Placement Service which was taken over last April by Canada Manpower, will be busy with campus recruiting until December.

Graduating students will then be asked to come round to the old building on University for an interview. Interviews for summer jobs will not begin until next March; in the meantime students are urged to watch the Placement Service boards across campus for notices of company recruiting.

by amin kassam

MSM holds forum on Quebec

Spokesmen for the McGill Student Movement yesterday analysed the potential for building a resistance movement in Quebec and described the situation as "excellent".

"There are struggles going on now which did not exist in the thirties," explained Subir Roy.

Roy, a landed immigrant who has spent most of his life in Canada, presently faces a deportation order served upon him for his political activities.

He cited the Sir George Williams University computer incident as an example of the intensification of the resistance movement. "At least a dozen of the Sir George defendants have become sympathizers or members of the Communist Party of Quebec (Marxist-Leninist) as a result of the incident," he said.

"The university set up fascist laws after the incident, banning political organization in or near the university. Some of those who later came up for trial resisted this and did political work among the students."

The second speaker, Devinder Garewal, emphasized the need for organizing an increasing level of resistance in which students would play an active part together with the masses.

He developed on the capacity of the masses to resist oppression, tracing revolutionary struggles through history.

"Oppressor classes try to use all the means possible to continue their oppression. They pass laws and organize society in such a way that their exploitation becomes institutionalized.

"The reaction of the oppressed classes is to first resist and then revolt against this exploitation.

"The history we are taught glorifies ruling classes. We are taught to ignore the role of the masses in its making.

"But that history will be rewritten. If students are to participate effectively in this process, it is necessary to have an organized student movement."

Roy described Canadian and North American society as one that "sprang out of exploitation and continues to thrive on exploitation." He pointed out that the early settlers had committed genocide against the Indians who resisted their oppression.

At the same time, "the immigration department was set up to facilitate the importation of cheap Chinese labor for the railroad."

Even today, national and other minorities continue to be oppressed. When they fight back, they are persecuted. As an example of this, Roy cited the case of Martin Bracey, one of the Sir George defendants, who was sentenced to more than five years' imprisonment "for daring to fight against racism."

The SGWU computer incident which took place in February 1969 was sparked off by the university's refusal to thoroughly investigate complaints of racism lodged against one of the professors.

The affair led to the occupation of the computer center by black and white students. The riot squad was called and, in the resulting confrontation, the computer was destroyed.

Roy also cited the example set by Dr. Norman Bethune, "that great Canadian internationalist and communist who unflinchingly gave his life to help the Chinese people fight against their oppressors."

Members of the Movement distributed mimeographed copies of a revolutionary song composed in Bethune's honour. Describing Bethune as "a doctor and a communist", the song traces his life from his birth in Gravenhurst.

"He fought in China; he fought in Spain; and he always put the interests of the people first."

The song inquires what spirit had made Bethune "adopt the cause of China as his own" and concludes, "It is the spirit of internationalism from which every communist must learn."

Linking Bethune's spirit with "the spirit of New Canada — the spirit of the people of this land," the song urges the people to "seize our destiny firmly in our own hands."

"U.S. imperialists — get out of Canada! Canada belongs to the people!"

Sung to the tune of "Farewell to Nova Scotia", the song drew a stirring response from the audience.

Bethune was a Canadian doctor who fought in the Spanish Civil War and the Chinese revolution.

His services to the Chinese people have made his name something of a legend throughout China.

However, until recently Bethune's name was reviled in Canada where he was written off as a drunk communist. Now, due to the publication of a biography of Bethune as well as Canada's changing attitude towards the People's Republic of China, he is suddenly being publicized as a humanitarian who helped relieve misery wherever he found it.

Bethune's open avowal of communism and his bitter opposition to capitalist society are still being glossed over.

McGill University has also finally decided to recognize the contribution of a doctor who developed many of the surgical techniques used today, the first man to use blood transfusions on the battlefield, a man once so well known in Montreal that huge crowds attended his public speeches.

The university has designated next week as "Bethune Week". Two speakers have been invited from the People's Republic of China to highlight the week.

Marlene Dixon

On Academic Roles and Functions

I. The political context of the question of activism within the Academy

For twenty years in North America the witch hunts of the Cold War banished dissenting thought. Only a handful of men and women within universities continued to keep the ideas of socialism and revolutionary Marxism alive. It was during this long period of ideological repression and virtual thought control that the social sciences rose to prominence, supported by government and foundation money. The social sciences in North America, dominated by an American elite of Cold War anti-communist intellectuals, developed its theory and methodology based upon the ideological premise that American Capitalism and the American form of political democracy were the present apex of human civilization and the only system which guaranteed human liberty. The social sciences justified the socio-political system, gathered information necessary to the government, and became deeply involved in the counter-insurgency establishment created by the world-wide counter-revolutionary policies of the U.S. government. The result was a social science which was in reality an applied technique for efficient information-gathering. No dissenting tradition emerged within the social sciences beyond a mild debunking reformism. The social sciences, notably sociology and political science, were explicitly anti-Marxist. Behind a "scientific" rhetoric of "value free social science" the completely ideological nature of American social science was hidden, even while the attack against the Marxist tradition of social science as "ideological" was carried forward.

During the long repression intellectuals who maintained their socialist analysis existed in isolation from their colleagues and without any viable social movements among the people. As a result, there grew up a tradition of defensiveness and withdrawal. The role of the dissenting intellectual was held to be "detached", cautious, divorced from action. In those years, the role requirements reflected the real conditions of existence in isolation and the equally real and pervasive fear of repression. The courage of those who refused to abandon their commitment during these years must be respected by all. Yet, the repression *had* been successful, for "liberty" had become limited to "civil liberties".

to It was understandable that during the 50's radical intellectuals would withdraw into a "life of the mind", for no other mode of organized action was viable at the time. It is also understandable that intellectuals, especially those sequestered in universities, would lose faith in the possibility of a revolutionary transformation of the west, reconciling themselves to be observers of the revolutionary energy of the third world. Yet the objective basis for pessimism and withdrawal represented by the passive role of detached university intellectuals without hope and embittered by the passivity of the masses of the people no longer exists.

With the opening of the decade of the 1960's social conditions were changed completely. The fundamental contradictions inherent in American society revealed themselves in the rise of Black insurgency, anti-war movement, student movement, the New Left. The Cold War myth of America the defender of liberty and justice against the evil tide of "communist aggression" was finally smashed as the truth of American aggression, subversion and brutality was revealed by the genocidal war in Vietnam. In Quebec, the same period is marked by the rise of the Quebecois independence movement, student unrest, and the formation of revolutionary organizations. The long passivity of the people was at last broken, the dissenting intellectuals were no longer working in isolation from popular insurgent movements. The objective basis for a withdrawn and defensive role no longer existed. Indeed the times cried out for action.

The tragedy was that in many cases radical intellectuals repudiated the new social movements, refused the obligation to translate theory into practice, and sometimes became the objective and ideological enemies of social movements they ought to have embraced. This was above all true in the case of the student movement. The students turned upon their own society, striking out at what they knew best, the schools. In every advanced country, Germany, France, Italy, Britain, Quebec, U.S.A. and Japan the left student movement attacked the complicity and subservience of universities and their faculties to the Establishment: Corporate international capitalism and the governments which acted in their interest. The rise of the student New Left and the consequent student movement brought the struggle into the university itself, into the classroom, onto the campus. The students demanded that academic rhetoric be translated into reality, that liberty embrace liberty of action, the right to participate in the institution, and that the university be "relevant", that is, serve the interests of the community and of the people. In the U.S.A., consciousness among students of racism and militarism, exploitation, aggression, and poverty replaced the patrioteering jingoisms of the Cold War. In Quebec, consciousness of U.S. and English Canadian exploitation of the Quebecois and the injustice of an enormously privileged English minority was growing stronger. In the University struggles which followed, the empty rhetoric of academic detachment and university autonomy was revealed for the fraud it was.

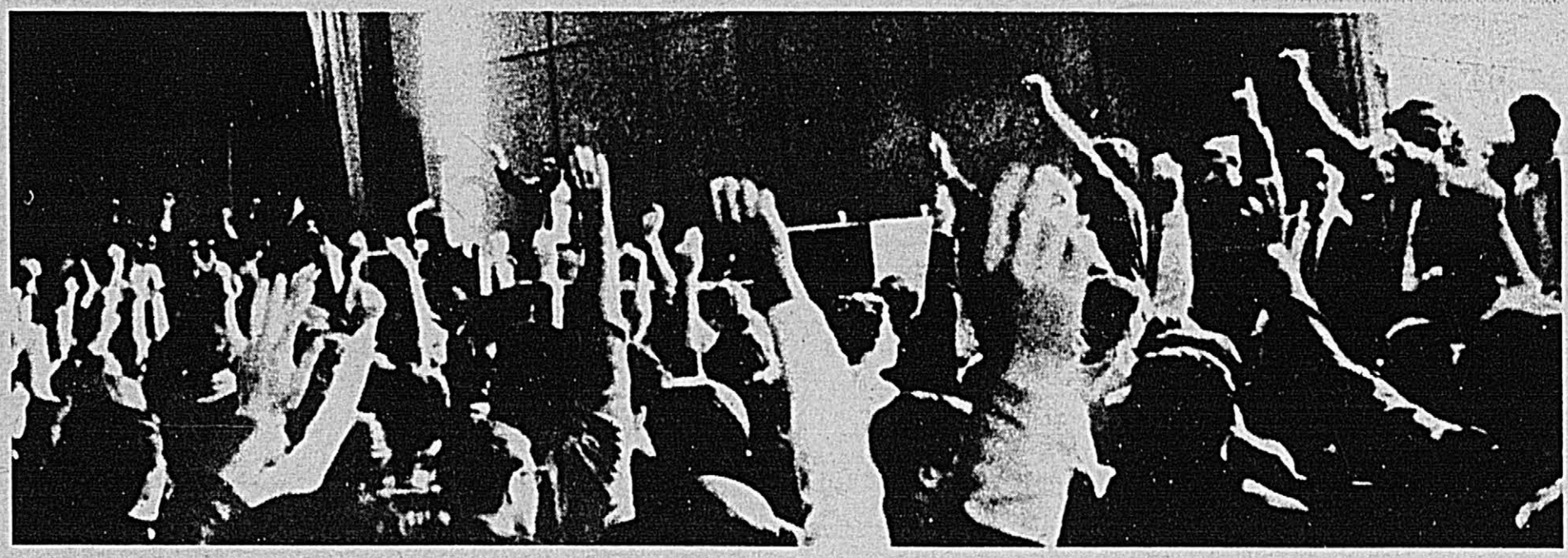
The effect of the student movement was to directly challenge the faculties

Marlene Dixon is an assistant professor of sociology at McGill. Above is the first of a two part transcript of a statement she presented Tuesday night to the renewal committee of the sociology department.









and administration of the university. That confrontation shattered forever the pretensions of "detachment" in the role of the professor. It became clear that no professor was "detached" from a central institution in society; no social science was without ideology and application. Professors were faced with the same demand to serve the interests of the community and of the people that students demanded of themselves and of the university at large.

Civil liberty, the freedom to write dissenting articles in obscure journals, was no longer sufficient. Now it became necessary to demand freedom of action as well. It became necessary to burst apart the system of professional norms developed in the 40's and 50's which defined the academic role in narrowly "professional" terms and which operated to maximize conformity and ideological passivity. It became necessary to demystify "tokenism" — the lone Black Man or House Marxist — used to perpetuate the mythology of "freedom of thought". Liberty is not defined by thought, which divorced from action becomes impotent; liberty is defined by the ability to determine one's own life, to exercise real power in the daily round of life; liberty is ultimately defined as the right to revolution.

In response to the times a new professor emerged who rejected the narrow bounds of academic life, who plunged into active participation within insurgent movements. In that process, the role of professor, writer, researcher, teacher and colleague by necessity became defined in new ways, governed by new expectations which in turn brought all of the turmoil of conflict and change home to the faculty itself.

Academics who had become entrenched in power during the long years of repression became the vanguard of the purges to rid themselves of the students and professors - the activists - who challenged their power and influence. Lesser academics whose privilege and recognition was dependent upon the system of professional norms, whose careers were based upon being recognized by those who held power, joined as willing allies, purging their own ranks of troublemakers. All over North America a new witch hunt was in progress. Whole faculties were purged at Simon Fraser and NYU, while hundreds of individuals (in sociology numbering over 200 by the S.L.M. count) were fired and often blacklisted. The use of "professional criteria" — attacks against the person and his work — to mask the political nature of these firings has become so transparent, its hypocrisy and cruelty so repellent, that the very notion of professionalism is becoming synonymous with reaction.

Everywhere, the new insurgent movements of the 60's and 70's have been answered by reaction and violent repression. The social system of Capitalism has not even demonstrated its well known powers of co-optation. Reactional repression has been the overwhelming response within univerfities, and the complicity of faculties in that repression has turned professors into the hatchet men of the ruling interests.

Many students and intellectuals have turned away from the university, seeing in it only the same cynical lies, the same repression, the same hypocrisy that is found in every major institution of modern society. Yet the reality remains that universities which have turned to repression begin to die: conformity replaces creativity; the "team spirit" replaces the long traditions of standing alone, if need be, to speak the truth; self-interest replaces idealism; passivity replaces action. Thought divorced from action and commitment dies in the endless repetition of form without significant content. Why? Because to think is to act, and to act is to struggle. For the physicist that struggle might be contained in the laboratory. For the social scientist, above all, for the Marxist, the laboratory is society itself, the experiment living insurgent movements. Through repression, the social sciences condemn themselves to decay, to obsolescence, to monumental irrelevance.

There is truth in the great traditions of western thought which marks the rebel and rebellious thought and action as the very measure of the vitality of intellectual life. Now when new thought and action arises to confront the failures of the old, we are not witnessing a renaissance, but a deeper twilight than we knew before. The questions of activism and of activists is a profoundly political question, one that directly confronts the crisis of the university: will the university remain a knowledge factory, bureaucratically organized and enfused with the Corporate spirit, or will the university keep alive its ancient commitment to liberty, to freedom of thought and action? If it remains possible to follow the latter course, then the faculties of universities must reconcile themselves to the turbulence of the world, for its conflicts of power, idea and aspiration must be reflected within, as without, the academy.

II. The role of revolutionary intellectuals within the Academy

Each person accepting the demands of praxis and embracing commitments to direct participation in insurgent movements evolves his own form of integration of the role of professor and activists; therefore, I speak primarily from my own experience.

GENERAL COMMITMENTS OF MARXIST PROFESSORS

I believe that there are two primary obligations which intellectuals, particularly in the arts and social sciences, must fulfill. The first is to be a critic of the established order, to confront its injustices, inequities and corruption and to provide explanations for the origins of such injustice, inequity and corruption. The second is to act, to translate theory into practice, to be a direct, personal participant in the historical process of social transformation and political and economic revolution which has marked our century.

Furthermore, I believe that intellectuals who have been trained in universities, and who work in universities carry the heaviest burden of obligation because the privilege of education, especially advanced education, is denied to the majority of the people. Yet it is the majority of the people who pay for the education of the privileged few. Governments obtain their funds from taxation, and we all know that the heaviest burden of taxation falls upon the very working classes who cannot afford to send their children to the universities which are paid for by their labour. Grants or money from foundations and corporations are only possible because those economic institutions appropriate profits from the mass of the people. The universities and their teaching staff ought not, in my view, to serve the special interests of government nor the private interests of large-scale capitalists. Universities and their teaching staffs ought to be directly obligated to those who in fact support them, the majority of the population, the working people. The primary obligation of the university intellectual is to serve the people, directly.

For a Marxist intellectual, the very nature and basis of social analysis is praxis, the integration of theory and practice. A Marxist cannot escape the logic of an analytical system whose very roots are founded in theoretical study and practical action; whose methodology demands praxis; whose ethics and historical vision has been a demand for active participation in revolutionary change for 120 years.

A Marxist, by the very nature of Marxist analysis stands in opposition to a capitalist system of production; to Imperialism and its colonization and exploitation of whole peoples; in opposition to governments of special interests - Corporate interests - in opposition to all prevailing social practices and institutions which serve to implement and perpetuate the exploitation of the majority of the people.

Battles may be large or small; they may range from the struggle for an independent, socialist Quebec, to massive opposition to American Imperialism, to the organized activities of poor people against a system which dehumanizes them, to strikes, to the university itself as a major institution supporting and serving advanced Capitalism, to the microcosm of a university department. In some ways, the small battles are as important as the great movements for popular confrontation, for it is impossible to separate daily life and round of work from intellectual and ethical commitments, from an analytical vision of the world which demands that the educator be educated, that self-transformation is the first step towards social transformation.

III. Specific academic functions

STUDENTS

The role of learning and teaching, which ought to be a reciprocal role, is the axis around which academic activities should be organized. It is through the teaching function that a professor shares skill and knowledge with students; it is through the mutual confrontation of ideas that students and professors alike develop ideas and analysis; it is the process of learning from students that professors are kept continually aware that all people are students, that learning is continuous throughout life.

The present university structure is hostile to learning and teaching. The medieval role of master and student with its encrustations of faculty privilege and power over students, creates almost insurmountable barriers to true learning and the free human development of creativity, boldness and originality in students. The abyss of rank and privilege alienates students from teachers . . . i.e . . . and contributes to the alienation of students from the very act of learning itself.

Learning ought to be an act of mastery, of developing powers of self understanding and self determination. Instead, learning in the present university is an act of subservience and submission. Learning ought to be intrinsically rewarding, marked by a passionate engagement between student and knowledge. In the present university, learning is competitive, the student is constantly forced to rank himself against all others, to become obsessed not with a thirst for knowledge and self mastery, but to become obsessed with grades. This means that the grading system becomes an end-in-itself. Students are driven to cheating and plagiarism at worst; to compulsive, sterile and cautious work most typically. The traditional system of University education creates technicians and obedient professionals, working against the development of a disciplined and challenging perspective.

Under the present system teachers and learners are driven into forming a conspiracy to short-circuit the impediments to learning represented by the traditional role of professor, the powerlessness of students and the competitive grading system. In the name of a conspiracy to commit relevant and meaningful learning I have experimented with democracy in the classroom; neutralizing competitive grading; complete freedom in the definition of work by students; highly disciplined but collective learning situations; to name but a few. Some experiments worked, others did not. I have no formula for critical and significant learning in an environment hostile to such development, but I am

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McGILL DAILY

The *McGill Daily* is published five times a week by the Students' Society of McGill University, 3480 McTavish Street, Montreal 112. Editorial opinions expressed in these pages are not necessarily the official opinions of the Students' Society.

The *McGill Daily* is a sustaining subscriber of l'Agence Presse Libre du Québec, a subscriber to Liberation News Service and a member of Canadian University Press. Editorial offices: 392-8955. Advertising office: 392-8902.

Editor: **Tom Sorell**
Advertising Manager: **Victor Loewy**

FAUT QU'CA SORTE

La réorganisation étudiante à U de M

Document de travail remis à la réunion du 18 novembre 1971 [1]

Avant d'aborder les modalités pratiques de la réorganisation étudiante à l'université de Montréal, il importe de rappeler quel est le principe qui devra guider cette réorganisation puis de s'interroger sur ce qu'est le "milieu étudiant".

1. Pour nous la réorganisation étudiante sur le campus ne doit obéir, en dernière analyse, qu'à un principe unique: la défense des intérêts des travailleurs et des salariés québécois jusqu'à une véritable démocratisation de l'université et de la société, les deux demeurant clairement indissociables.

2. Notre expérience passée — ne serait-ce que la toute récente grève des employés du local 1244 [2] — nous a appris que les étudiants ne constituent en rien un groupe homogène, et, encore moins, une "classe" sociale; c'est l'idéologie libérale qui, pour masquer l'arbitraire de la sélection scolaire, présente les étudiants comme un group uniforme. L'université n'est pas un monde à part et là, comme ailleurs, on retrouve une stratification sociale, des classes sociales distinctes aux intérêts divergents et même opposés. Quelle est donc, en termes de classes, la division des effectifs étudiants? Personne, bien sûr, n'est dupe de la prétendue "démocratisation" de l'université. Il est manifeste que les étudiants en provenance des classes populaires restent nettement sous-représentés et minoritaires. Vu les effectifs nécessairement limités de cette classe les éléments issus de la haute bourgeoisie canadienne-française, surreprésentés, demeurent peu nombreux. La majeure partie des universitaires provient donc de la petit bourgeoisie québécoise pour qui l'instruction a toujours constitué la principale voie de mobilité et d'ascension sociale. Cette soi-disant "classe moyenne" comprend à la fois "des éléments liés au sort de la class ouvrière, et des éléments parasitaires, objectivement liés au sort des classes exploitrices" (Serge Mallet, "La nouvelle classe ouvrière").

3. D'une telle prise de position théorique et pratique découle nécessairement le rejet a-priori de toute forme d'organisation qui se voudrait "générale" c'est à dire qui ne tiendrait pas compte des différences objectives et qui réduirait la lutte à la défense des "plus petits intérêts communs".

Il faut tout simplement nous regrouper nous, tous les étudiants qui ont déjà opté pour la défense des intérêts des travailleurs, en comités d'action, sur la base des départements, des facultés ou d'une action commune. C'est le seul moyen de rallier peu à peu ceux qui se joindront à la cause des travailleurs sans jamais dévier de nos véritables objectifs. De plus cette formule s'avèr la seule réaliste dans la mesure où elle se rapproche des formes organisationnelles déjà en place.

Notons en passant que le regroupement sur une base limitative n'exclue aucunement le recours tactique à une "action de masse" des étudiants.

Si une division sur une base départementale nous paraît plus favorable à l'heure actuelle il importe de ne jamais oublier que le morcellement ou, au contraire, le non-morcellement, facultaire est dicté par l'administration et qu'il faudra envisager de dépasser peu à peu ces limites arbitraires.

Pour le moment il convient de ne pas avoir d'autre structure formelle que cette assemblée ici-convoquée mais pour éviter de morceler à l'extrême les énergies et de ne pouvoir affronter les situations de crise, il est bon d'avoir en place un comité de coordination provisoire restreint, extensible à volonté, qui "liserait le monde", convoquerait les réunions, préparerait les documents pertinents, transmettrait les résultats des différentes expériences, coordonnerait les activités semblables ou parallèles et serait à même de voir venir l'éclatement des conflits.

4. Sans négliger leur rôle de définition théorique des situations, ces comités étudiants devront s'attacher surtout à mener une action précise et concrète. Comme, d'une part, la situation se révèle relativement différente d'une faculté à l'autre, et que, d'autre part, nous en sommes encore à expérimenter certaines forms d'action, il est impossible d'évaluer l'efficacité réelle de chaque mode intervention et, conséquement, d'en préconiser un en particulier. Il importe donc, en définitive, que chaque comité dispose d'une importante autonomie d'action.

On peut cependant souligner — trop brièvement hélas — quelques moyens d'action déjà mis de l'avant par certains groupes:

A. A L'INTERIEUR DE L'UNIVERSITE:

1. *la bataille pédagogique* envisagée comme moyen de mettre à jour le rôle de l'université de Montréal dans la transmission de l'idéologie dominante.
2. *la bataille sur les conditions de travail* permettant de sensibiliser les étudiants en les impliquant par le biais de leurs intérêts immédiats.
2. *la lutte à l'administration* pour l'affaiblir et la forcer à se démasquer.

B. A L'EXTERIEUR DE L'UNIVERSITE:

4. *la création de centre de recherche étudiant* envisagé comme moyen de souligner le rôle idéologique de la recherche universitaire et de mettre à la disposition des groupements populaires des instruments d'analyse.
5. *l'action directe* d'appui aux travailleurs par la participation aux grèves, aux manifestations, à la lutte syndicale . . .
et, sans nul doute, etc. . .

Il importe de rappeler que ces différents moyens d'action n'ont pas comme but en soi l'amélioration des conditions de travail ou de la situation universitaire mais sont envisagés — ou devraient l'être — comme un premier pas vers la prise du pouvoir par les travailleurs. Il doit toulours rester clair que toute réforme isolée — aussi radicale qu'elle puisse être — serait vouée à l'échec en tant que devant amener la transformation de la société.

5. Un tel projet de réorganisation se heurte à trois types de résistance clairement identifiables:

a. *l'opposition de la droite* qui ne se préoccupe pas des intérêts des travailleurs.
phrase-type: "Etes-vous représentatifs?"
propose: une AGEUM "sérieuse"
prêche: la neutralité objective
exemple: front inter-fac. [3]

b. *les réticences de la petit-bourgeoisie* qui croit encore pouvoir défendre des intérêts qui lui seraient propres.
phrase-type: "Vous allez vous couper de la base!"
propose: le spontanéisme débrayant
prêche: l'implication individuelle
exemple: nil

c. *les hésitations de l'opportunisme syndical* qui s'attache plus à se rallier l'insatisfaction des étudiants plutôt qu'à solliciter un engagement plus durable en faveur des travailleurs.
phrase-type:
propose: l'existence d'un comité de coordination étudiant national
prêche: l'appui occasionnel aux syndicats en grève
exemple: front inter-cegeps et Conseil Central de Mtl (CSN) [4]

(1) Réunion des comités étudiants d'appui à la grève des employés de soutien et des comités d'action politique (biologie, médecine, science politique et sociologie) existant à l'Université de Montréal.

(2) Local 1244 du Syndicat Canadien de la fonction publique (FTQ), regroupant les employés de soutien de l'Université de Montréal récemment en grève.

(3) Organisme regroupant les différentes associations des facultés traditionnelles et préconisant une position de neutralité fasse au conflit.

(4) Initiative des étudiants du Cegep Vieux Montréal et du Cegep Monpetit en vue d'apporter l'appui de tous les étudiants des Cegeps québécois aux travailleurs.

Daniel Payette, BscIII Sociologie
pour le Comité de Coordination provisoire

After an intermission of several weeks Faut Qu'ca Sorte *will now again appear regularly. Above we print the text of a working paper on the reorganization of students at Université de Montréal.*

LETTERS

Trottier and Pila have incorrectly assumed

Sir,

Regarding the article "China: Another View", I would like to point out some gross distortions which the authors, Messrs Trottier and Pila have sought to disseminate. It is a malicious attempt to malign and to discredit the People's Republic of China. They refer to China's history as merely unpleasant. This is like saying that the blacks were uncomfortable during the slavery days.

The authors seem to be hysterical about China establishing solidarity with the smaller Third World countries, labelling it as an "ambitious new foreign policy". There is nothing new whatsoever. China has always been willing to have friendship with the people of these countries as long as those countries recognize that the People's Republic of China is the sole government of China, and that Taiwan is an integral part of China. There has been no "sudden shift" in policy as Messrs Trottier and Pila have incorrectly assumed. China has no desire to impose its interests and assert its influence as some foreign powers we know constantly indulge in. In fact the Chinese have stated this repeatedly and unequivocally that in the U.N. they will not behave like a superpower, but stand up for the rights of the small and the weak nations.

The ultimate absurdity which they seek to promulgate is that her foreign policy is just as opportunistic and blood thirsty as America's. Would they like to tell us which country has troops in other people's backyards. Which country goes around like a drunken sailor throwing its military and economic might to nurture such abominable regimes as in Greece, South Africa, Portugal, Haiti, etc, etc.

It is diabolical to equate China with America.

R. Maqsood
B.Eng 5

On Academic Roles and Functions...

Continued from page 5

committed to the search. To protect the autonomy of my classroom and my right to teach according to my own best judgement, in consultation with my students, I have conspired against university regulations and sometimes been extremely uncommunicative about my methods. Since I am committed to learning and teaching and not to bureaucratic regulations, I fully intend to continue to pursue a conspiratorial course. Any other course would be a betrayal of the learning and teaching process itself.

It is true that some students are fearful and resentful of learning situations which are not rigidly programmed according to standard procedures. I regret that I cannot reach such students, but I cannot sacrifice the creativity which can be stimulated in so many students to calm the anxieties of a few. Meaningful teaching will always be controversial, and should be controversial. Teaching is neither a popularity contest nor a sterile routine of examinations and marks, but a process of struggle and engagement. It is my pleasure to have been denounced in every institution at which I have ever taught. Were I not to be denounced, I should consider that I was indeed failing my obligations.

THE RIGHTS OF STUDENTS

I believe that people should have the power to determine their own lives within the communities and institutions within which they live. This is one aspect of the cry "power to the people". In the present university system, students are powerless and that powerlessness is the root of their alienation from learning itself. I have always supported student struggles for self determination, and I will continue to support the aspirations of students for liberty in schools. I supported the Sociology Students Union in their struggle for the right to participate in departmental decision-making, and watched them go down in total defeat, before the intransigent determination of the faculty to retain its power and privilege. Even though the position I took resulted in my virtual ostracism from faculty life, I would give the same support to student aspirations if the struggle were renewed. I cannot be committed to true democratic principles of self determination and not support those principles for students. I deplore the present powerless position of students, and submit that the present repudiation of all student rights has caused great harm to students and faculty alike. Were I a student under these conditions, I would be inclined towards rebellion. Indeed, were any of the faculty in the position they force students into, they might discover in themselves a clearer sense of justice. In my classroom I reserve the right *not* to play tyrant insofar as that is possible under the present system.

POLITICS IN THE CLASSROOM

I believe it is my primary obligation to speak the truth, as I understand truth, in my classroom. I am a Marxist, I teach Marxist scholarship, theory and practice. I engage in revolutionary movements as a participant. I take political positions on current political events. I state all of these truths to my students. Furthermore, because I represent a dissenting analysis of the world, I am obligated to be more scrupulously unbiased toward my students than those who proclaim their objectivity and disguise their ideology under the cult of scientism.

In every class which I have taught at this University I have made my own position clear from the first day of class. I have also clearly stated to the students what I expect of them: that they also present their position clearly and cogently. I have never to my knowledge in all the years that I have taught *ever* penalized a student whose political views differed from my own. I have however, more than once, warned students against a false presentation of radical views in hopes of a higher mark because I detest such forms of intellectual dishonesty.

I believe, furthermore, that politics above all, belongs in the classroom. Education should indeed prepare the student to participate actively in his own community and his own history. The political events of the world are what is relevant and immediate. Education ought to prepare the student to face his world, to analyze its processes, and to actively and critically weigh his role in the events of his time. Indeed, politics is a part of every classroom, but complaints are voiced about political positions which are radical, which are informed by the power of negative thinking, which stands in opposition to the ruling ideologies.

I have taken highly controversial positions in my classrooms. I have supported the rights of students to rebellion and of the right of oppressed people to revolution; I have stood for the self-determination of black people; I have supported the movement for an independent socialist Quebec; I have denounced the War Measures Act and the government that invoked it and abused it; I have stated my opposition to the capitalist socio-economic system, to U.S. imperialism in general and its plunder of Quebec and of Canada in particular. I have stated my views on occasion with passion and conviction, but in so doing, I have not neglected to present either reasoned argument or empirical fact. The allegation that the Marxist tradition is mere "ideology" or "opinion" must be ignorant of 100 years of Marxist scholarship and of the example set by Marx himself.

Commitment and passion may be termed a "harangue" by those in violent opposition to my views. Yet those who have been participants in even the most impassioned hours during the early days of last October, before and after the War Measures Act, also know that the classroom had become a forum for debate, which raged on the floor in support and rejection of arguments which I had presented. No one was denied the right to make his views and his understanding of the situation known. Indeed, I believe that the most significant learning of which I have ever been a part while at McGill was provoked by the passion and relevance of the crisis in Quebec as class hour after class hour two hundred, and often more, students struggled to understand Quebec and the Quebecois as they never had before.

In the end, the degree to which I may have influenced students has not resulted from any abuse of faculty position, but from the spark of idealism and the strong sense of justice which students bring with them into the learning situation. I have only sought to make the alternatives clear, and to aid students in their quest for self-understanding, for commitment and relevance in their own lives. The final decision about what commitment they will choose, and what they will consider relevant, is always theirs.

STUDENTS AND ACTIVISM

Marxists stand in a special relationship to radical students because of the commitment to praxis. Students who are actively engaged in political action within and without the University are engaged in activism, which is itself a process of action-learning-analysis more significant than any classroom situation. The University itself does not make provision for the recognition of praxis as a learning expense. The professionalism of the department demands that such activity only be recognized if some form of "research" is involved. Yet I know from my own life that the most valuable learning which I absorbed was in the process of activism itself, therefore I see no reason why an artificial set of "professional" criteria should be forced upon activist students. For radical students (an in some cases students who were not radicals) I have recognized activism as a learning experience and given marks commensurate with that learning experience. It is part of the conspiracy to learn one must wage against the present system. I have, in a sense, "protected" these students from those who would deny any recognition of the learning value of their practice and from those who oppose the very practice in which these students are engaged. It may not appear that the same grading standards are applied to radical students, but such a claim ignores the weekly discussions and consultations that were in fact the substance of the students' work. Furthermore, in many cases I am required to respect the confidentiality that exists between professor and student, in which the substance of the learning is by its nature confidential. As I am in my own life and work committed to praxis, I will support the praxis of my students as central to their lives and to their education.

One of the primary obligations of radicals, whether they work in universities or not, is education. Discipline, rigor and respect for truth are essential elements in any scholarship. Yet true discipline and complete commitment to truth are characteristics which cannot be fostered mechanically, or forced upon students through oppressive and alienating learning conditions. Students must learn to embrace the search for truth and commitment out of the joy, the intrinsic satisfaction, that comes from intellectual and self-understanding. It may be true that one fails to see this happen more often than one sees success; but success when achieved is worth all the effort. To achieve that success I remain willing to use any means necessary.

JEWISH FREE UNIVERSITY

COURSES GIVEN ON THURSDAY

Hassidic Thought. Rabbi Shelly Zirkind. Thursday, 4:00 P.M. 3460 Stanley St.

Workshop on Creative writing. Lazar Sarna. Thursday 3:00 P.M. 3460 Stanley St.

Similarities and Conflicts in Jewish and Christian Ethics. Mr. Y. Elberg. Thursday 8:00 P.M. 3460 Stanley St.

Socialism in Israel: The Histadrut and the Kibbutz. Mr. B. Morris. Thursday 8:00 P.M. 3460 Stanley St.

The American Jewish Novel. Prof. M. Butovsky, Thursday, 8:00 P.M. 2130 Bishop St.

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Department of English Drama Programme

AUDITIONS
for Anton Chekhov's
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November 29 & 30 Moyse Hall, Arts Bldg.
Audition forms available immediately from
Carol Stairs, Room 125, Arts Building
ALL McGill students are eligible to audition
(Projected date for production: March 9-11, 1972)

by norman peagam
and max goldensohn

Work on the Ho Chi Minh Trail

The North Vietnamese never use the term "Ho Chi Minh Trail"; they call it the road to the front. In fact it is a labyrinth of paths, trails and roads winding through the thick jungle of eastern Laos.

It has been well described in the Boston Globe as "an almost endless series of well-engineered dirt roads that wind around the mountains, and work their way south through cuts, fills and over low culverts."

U.S. intelligence calls them "highways" and gives each one a number. The terrain is wild and mountainous, witp many islated villages inhabited by Kha tribesmen loyal to the Pathet Lao. The region has never fallen under the real control of any government and is still partly unexplored.

Once used by couriers from the north during the French war, the trails assumed a new importance in 1960 when North Vietnam started to channel aid to the south in response to increased American intervention.

Since 1964 the mountain paths and colonial roads have been broadened and multiplied to carry vast quantities of supplies to the NLF, Pathet Lao, and Khmer Rouge.

North Vietnamese engineers conduct surveys and make drawings when a new trail is planned. A labor battalion of about 500 men and women chops the trees and lays a gravel or laterite surface. The new road is then covered with a bamboo trellis framework of leaves and branches to form a kind of tunnel which cannot be seen from the air.

The work is done at night; the people sleep at the side of the road in the daytime. They are said to build a mile a day, despite continual U.S. bombing. Unlike most roads in Laos, these can be used in any weather; the mountain roads stay reasonably firm and in flat country, logs are laid in a cordu-roy pattern with conduits draining off the heavy rain.

The North Vietnamese are careful not to interfere with the Pathet Lao administration of their areas, and Laotians are not recruited for this work.

All kinds of transport have been used along the trails; bicycles, trucks, tanks, even elephants. Trucks covered with green leaves come down 4 or 5 different routes at the same time following road signs and using maps. Hundreds travel south every night and return in the early morning and daytime, carrying the wounded, damaged weapons and other cargo.

There are depots, transfer points, and many short access roads leading off the main trails for use as parking areas, camouflaged and protected by sandbags. Roadside stalls sell tobacco and soup; troupes of entertainers make the hazardous journey down the trails performing and boosting morale.

At key points command posts have been established in deep bunkers from which officers control the flow of traffic and the construction and maintenance of roads. These posts have electric light, radio and other facilities, as well as detailed maps.

About 10,000 North Vietnamese troops guard the trails with over 2000 anti-aircraft guns. They stay in the forest away from the road and are very rarely hit by U.S. planes.

Despite the use of the most advanced technological aids, only a few of the bombs ever hit the road. Jet planes flying at between 6 and 15,000 feet from the ground at 500 mph have little chance of hutting small, unseen targets in the jungle. (On the average, USAF believes it destorys 600 trucks a month, or roughly 10 percent of the total traffic.)

Certainly the bombing does little to stop the flow of supplies down the trail. If a truck is damaged, the driver repairs it on the spot with tools he carries for this eventuality.

Trucks drive across or around bomb craters or fill them in. Roads are under constant repair by the labor battalions, who number around 25,000 along the 250 miles of the Trail.

On the other hand the bombing is extremely expensive to the U.S. government. Each bomb costs around $1000 up to the time it is loaded. A conservative estimate of the cost of destroying each truck would be $100,000, and hundreds of planes and pilots lost through accidents or enemy fire.

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STUDENTS' SOCIETY

OPEN MEETING

There will be an OPEN MEETING of the Students' Society on Wednesday, November 24th, 1971 at which time the Executive of the Students' Council will report on the year to date and entertain any topics students may wish to bring to Council's attention.

1 p.m. University Centre Ball Room